

# Unit Planning Guide: Grade 2- Unit 3 of 7

Unit Title: Writing Narratives	Pacing (Duration of Unit): 6 weeks
Grade: 2	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- **RL.2.3 Describe how characters in a story respond to major events and challenges.**
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- L.2.1d Form and use the past tense of frequently occurring irregular verbs.
- **W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4a Read grade level text with purpose and understanding.
- L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

#### WiDA Standards (ELL)

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To be completed in collaboration with the ELL Department

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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>Everyone has a unique identity.</li> <li>Everybody has a story to share</li> <li>Writers can use small moments to create important stories</li> <li>We can learn about ourselves by analyzing how characters respond to challenges in both fiction and non fiction</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>How can sharing personal experiences help us as writers?</li> <li>How do challenges help people learn?</li> </ul>

Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>The concept of a small moment (a moment in time about their life)</li> <li>How temporal words help create a narrative.</li> <li>That sensory details and explicit language help readers create a mental image.</li> <li>How to ask and answer questions to clarify comprehension.</li> <li>That the writing process is used to edit and revise narratives.</li> <li>That experiencing the writing process is more important than the final product</li> </ul> <p><b>Academic Vocabulary</b></p> <p style="margin-left: 20px;">memoir text features temporal words sensory details identity closure</p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>Describing how characters in a story respond to major events and challenges (understanding)</li> <li>Knowing spelling-sound correspondences for additional common vowel teams.(remembering)</li> <li>Forming and using the past tense of frequently occurring irregular verbs (applying)</li> <li>Writing narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, <u>use temporal words</u> to signal event order, and <u>provide a sense of closure</u> (applying)</li> <li>Asking and answering questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (applying)</li> <li>Focusing on a topic and strengthening writing as needed by revising and editing (applying)</li> <li>Using a variety of digital tools produce and publish writing, including in</li> </ul>

	<p>collaboration with peers. (applying)</p> <ul style="list-style-type: none"><li>• Reading with sufficient accuracy and fluency to support comprehension (understanding)</li><li>• Reading grade level text with purpose and understanding (applying)</li><li>• Using sentence-level context as a clue to the meaning of a word or phrase (applying)</li></ul>
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